

Student Name _____

EXHIBITION OF LEARNING
Making Community Connections Charter School

Panelist Name _____

INDICATORS	Emerging	Progressing	Proficient	Exemplary	Life-Long	Assessment (or NoEv)
Communicatin g Learning Activities	The presenter shares activities s/he may have engaged in.	The presenter shares a learning opportunity and accurately describes it.	Presenter communicates a range of learning opportunities participated in, and accurately describes them.	Presenter communicates a range of learning opportunities participated in, and accurately describes them in an organized and connected way.	Presenter communicates a range of learning opportunities participated in, and accurately describes them in an organized way with an original theme.	
Communicatin g Learning	Presenter communicates the learning, but broadly.	Presenter communicates the learning using either MC ² or content-appropriate vocabulary	Presenter communicates the learning using clear MC ² and content-appropriate vocabulary.	Presenter communicates the learning using clear MC ² and content-appropriate vocabulary in an original way.	Presenter communicates the conceptual understanding of the learning experienced, using clear MC ² and content-appropriate vocabulary in an original way.	
Communicatin g Growth	Presenter references their growth through the quarter.	Presenter describes their growth through the quarter.	Presenter communicates their growth and provides internal and external measures of growth.	Presenter communicates the details of how their growth came about, measure of their growth and the significance of it.	Presenter addresses the question "Now What?" in reference to the growth shown.	
Identifying Goals	Future activities are mentioned.	Activities are translated into discrete goals, referencing Learning Style, test scores and/or Phase and EK checklists.	Individualized Learning Plan goals are clear, address Learning Style, and reference test scores and Phase and EK checklists.	Individualized Learning Plan goals are clear, address Learning Style, and reference test scores and Phase and EK checklists, while aligning long and short term goals.	Individualized Learning Plan goals are appropriate and worthwhile and have clearly identified strategies for working on those goals.	
Presentation Aids	Effort to assemble presentation aids is evident.	Presentation aids either reflect the content of the presentation or are used during the presentation.	Presentation aids reflect the content of the presentation and are used during the presentation.	Presentation aids add considerably to the audience understanding and effectiveness of the presentation.	Presentation aids are effective, engaging, and are ready for public display.	

12/13/2013

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INDICATORS	Emerging	Progressing	Proficient	Exemplary	Life-Long	
Personal Presentation: Speaking Style	Presenter's speaking is clear to the audience.	Presenter's speaking style clear and well-paced.	Presenter's speaking style is clear and well paced, and engages the audience.	Presenter's speaking style is expressive, clear, and well paced and engages the audience.	The presentation is ready for a wider, public audience.	
Personal Presentation: Eye Contact/ Body Language	Eye contact/Body Language goes unnoticed by the audience.	Eye contact/Body Language is notably controlled.	Control of eye contact and body language add to the effectiveness of the presentation.	Presenter uses eye contact and body language to highlight specific points.	Presenter effectively uses eye contact and body language to highlight specific points and to engage the audience.	
Personal Presentation: Appearance	Presenter's appearance follows MC ² dress code.	Presenter's appearance displays an attention to the presentation.	Presenter's appearance is intentional and serves a purpose of the presentation.	Presenter's appearance ties into the effectiveness of the message of the presentation.	Presenter's appearance shows much effort and is suitable for a wider public audience.	
Time Management	Presentation is either under 5 minutes or incomplete at 15 minutes.	Presentation is either under 10 minutes or incomplete at 15 minutes.	All requirements fit in the 15 minute time frame.	Timing of topics makes sense proportionally in the 15 minute time frame.	The timing of the exhibition is handled professionally.	
Q & A	Presenter answers some of the questions posed by the audience.	The presenter listens to questions and answers each one.	Presenter answers questions adding to the overall message of the presentation.	Presenter answers questions effectively and asks clarifying questions as needed.	Presenter responds thoughtfully and has evidence to support the answers.	
Interest Level	Audience's interest is sometimes kept.	Audience's interest is kept through most of the presentation.	Audience's interest is kept from beginning to end of the presentation.	Audience's interest is kept at a high level from beginning to end of the presentation.	Presentation would be interesting to a wider audience. Interest is kept at a high level.	
Preparation	Preparation is evident for some of the exhibition requirements.	Preparation is evident for most of the exhibition requirements.	Preparation is evident for all of the exhibition requirements.	Preparation is evident and obviously had end result in mind.	The presentation was so well prepared it looked effortless.	

12/13/2013

Exhibition Protocol (45 minutes total)

Introduce yourself to the participants.

Go over the order of what's going to happen (below) – stating time limits.

Hand out rubrics and pens.

(3 minutes)

10 - 15 minute exhibition (give 1 minute warning)

(10-15 minutes)

Q & A for panelists (student facilitated)

During Q&A, advisor makes notes of potential ILP goals for next quarter.

(5 -10 minutes)

Everyone individually uses a rubric to assess student (including student).

- We may come to different assessments, and that's ok. We value everyone's perspective and will use the multiple p.o.v. to come to a consensus.
- Explain the levels of the rubric. A student needs to demonstrate Proficiency. If needed, we use "+", not "-s"
- Explain that it's easiest to start by reading the Proficient column, and then move up or down as needed, rather than try reading the entire rubric at once.
- Circle the level description that you **saw evidence of in the exhibition and Q&A session.**

(10 minutes)

Group deliberates, sharing assessment to come to a consensus rating

- Begin by asking the student how they rated themselves. Ask them to begin with areas (indicators) they felt they did well. Give the parents/guardians a chance to comment*.
- Then ask the student which areas they might need to improve upon. Give the parents/guardians a chance to comment*.
- Assessment is an averaging of the indicators- a student must get an overall rating of "Proficient" for it to get checked off on the phase checklists.

**The point is not to convince people to change their ratings (although that may happen), but rather to share perspectives to the process.*

(7 minutes)

Finalize Learning team goals for next quarter

- Get concrete- list explicit checklist items to accomplish next quarter (not "more math")
- Be sure to list items the student will continue to accomplish (keep up/improve on EODs, etc)
- Set behavior goals, if applicable
- Have behavior contracts on hand to reference. Any goals set for an ILP should be in full compliance with behavior agreements.

(5 minutes)

